DOCUMENT RESUME

ED 459 572 EC 308 760

AUTHOR	Pugach, Marleen C.; Johnson, Lawrence J.
TITLE	Collaborative Practitioners, Collaborative Schools. Second Edition.
ISBN	ISBN-0-89108-293-X
PUB DATE	2002-00-00
NOTE	266p.; Foreword by Stephen Lilly.
AVAILABLE FROM	Love Publishing Company, 9101 E. Kenyon Ave., Suite 2200, Denver, CO 80237 ($39.95). Tel: 303-221-7333; Fax: 303-221-7444; e-mail: lovepublishing@compuserve.com; Web site: http://www.lovepublishing.com.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Agency Cooperation; *College School Cooperation; *Disabilities; *Educational Cooperation; Elementary Secondary Education; Higher Education; Interpersonal Communication; Interpersonal Competence; *Parent School Relationship; Problem Solving; *Regular and Special Education Relationship; *Teacher Collaboration; Team Teaching; Teamwork

ABSTRACT

This book discusses collaboration as it occurs in all of its varying contexts in schools, such as consultation between special education and general classroom teachers, collaboration among classroom teachers, collaboration between university faculty in special and general education, and collaboration between institutions of higher education and public schools. The book's approach contends that collaboration is a way of being and is not limited to isolated actions; it is a way of redefining how adults interact in schools. Part 1 presents a description of the shift to a collaborative paradigm in schools and suggests a multidimensional framework that encompasses four basic collaborative functions: facilitative, supportive, informative, and prescriptive. Part 2 considers the basic communication skills that form the foundation of any collaborative interaction. It provides a communication model, elaborates on ways to facilitate or inhibit communication when engaging in a collaborative dialogue, and addresses group dynamics. Part 3 describes how collaboration plays out in practice in four contexts: specific classroom and schoolwide problem solving, team teaching, school-university and agency collaboration, and school-family collaboration. Each chapter provides examples from practice to illustrate points made and contains a list of key points and activities to aid in relating concepts to individual situations. (Contains approximately 160 references.) (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS